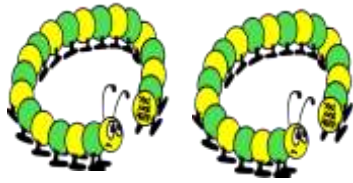
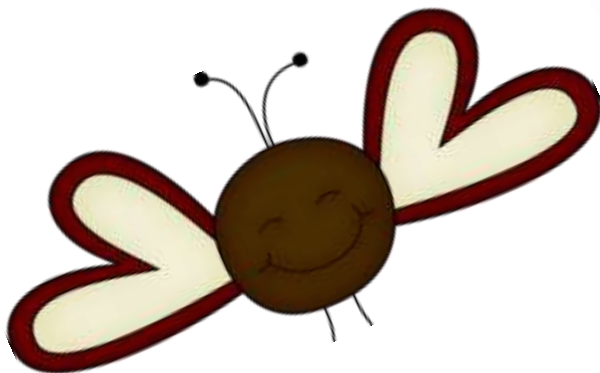
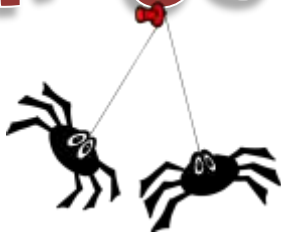


# c o o t i e



# Catcher

# Parts of Speech



## Cootie Catcher Parts of Speech

The students love them already, why not use them for a fun lesson. I'm sure your students already know how to fold the cootie catchers, but if you need a quick review, you can check out this youtube video at:

<http://www.youtube.com/watch?v=h-1Ab1U9Wrw>

For this activity, I've included cootie catchers for reviewing the parts of speech. The whole class could use one specific cootie catcher if you are studying a particular part of speech, or you could assign different groups different parts of speech if doing a full review. They could also be used for a quick 5 minute daily review at the beginning or end of each language class. As the answers are included in brackets after each sentence, this activity works best when the pairs have different cootie catchers.





To complete the activity, have students cut out the square and fold the cootie catchers. Students must work with a partner. The first partner chooses a color, then the partner holding the cootie catcher spells out the color, moving the flaps in and out, and side to side in time with the letters. The first partner then chooses a number from the inside numbers shown. The partner with the cootie catcher then counts up to this number, in the same manner as before. The second partner then chooses another number from the numbers shown. The partner with the cootie catcher lifts the flap under the number and reads the sentence. The other partner identifies the words that fit the part of speech being studied.

I'm also including a blank template. I think using cootie catchers could be a great way to review before a social studies or science test. Students could come up with questions to write inside the spaces, and get together with a partner to study. The template could also be used to study quick math facts.



# Common Nouns

Identify the common noun(s) in each sentence.

<b>green</b> 	<b>4 four</b> The task seemed impossible to complete. <b>(task)</b>	<b>5 five</b> We saw a car accident on the way to school. <b>(accident, school)</b>	<b>red</b> 
<b>3 three</b> Bake the pie in the oven for 45 minutes. <b>(pie, oven, minutes)</b>			<b>6 six</b> His dog ran away last night. <b>(dog, night)</b>
<b>2 two</b> 	<b>1 one</b> The people in the gymnasium cheered loudly for the team. <b>(people, gymnasium, team)</b>	<b>7 seven</b> What did you say the answer was? <b>(answer)</b>	<b>purple</b> 
<b>blue</b>		<b>8 eight</b> It was the perfect ending to the story. <b>(ending, story)</b>	

# Proper Nouns

Identify the proper noun(s) in each sentence.

<p><b>3</b> three</p> <p>We went to Disneyland in Florida. (Disneyland, Florida)</p>	<p><b>4</b> four</p> <p>Did you see Glee on T.V. last night? (Glee)</p>	<p><b>5</b> five</p> <p>I bought my new iPad right from Apple. (iPad, Apple)</p>	<p><b>6</b> six</p> <p>We used Google to search for our research in class. (Google)</p>
<p><b>2</b> two</p> <p>We bought oranges, shampoo, and milk at Wal-Mart. (Wal-Mart)</p>	<p><b>1</b> one</p> <p>I spelled Australia wrong on my project. (Australia)</p>	<p><b>7</b> seven</p> <p>Sarah's favorite book is Twilight. (Sarah, Twilight)</p>	<p><b>8</b> eight</p> <p>I forgot my bottle of Coke in the car. (Coke)</p>

# Verbs

Identify the verb(s) in each sentence.

<p><b>3</b> <b>three</b></p> <p>green</p>	<p><b>4</b> <b>four</b></p>	<p><b>5</b> <b>five</b></p>	<p><b>6</b> <b>six</b></p> <p>red</p>
<p>Shred the cheese and slice the tomatoes for the tacos. (shred, slice)</p>		<p>Our books have arrived and are ready to be read. (have arrived, are ready, read)</p>	
<p><b>2</b> <b>two</b></p> <p>blue</p>	<p><b>1</b> <b>one</b></p>	<p><b>8</b> <b>eight</b></p>	<p><b>7</b> <b>seven</b></p> <p>purple</p>
<p>A strong wind came up suddenly and blew my hat off. (came, blew)</p>		<p>You would have been so proud of me! (would, have, been)</p>	
<p>The towels in this pile are clean. (are)</p>		<p>Have you seen the new show? (have, seen)</p>	

# Adjectives







Identify the adjectives in each sentence.

<p><b>green</b></p> <p><b>3 three</b></p> <p>This pepperoni pizza is the best! (this, pepporini, best)</p>	<p><b>4 four</b></p> <p>The sharp knife cut through the thick loaf of bread. (sharp, thick, bread)</p>	<p><b>5 five</b></p> <p>There are fewer daylight hours in the winter months. (fewer, daylight, winter)</p>	<p><b>red</b></p> <p><b>6 six</b></p> <p>It's not possible to win every game. (possible, every)</p>
<p><b>blue</b></p> <p><b>2 two</b></p> <p>Five dollars will not buy much food. (five, much)</p>	<p><b>1 one</b></p> <p>Austin plays classical music on the grand piano. (classical, grand)</p>	<p><b>7 seven</b></p> <p>May I have a glass of orange juice? (glass, orange)</p>	<p><b>purple</b></p> <p><b>8 eight</b></p> <p>My short story is longer than her short story. (my, short, her, short)</p>



# Adverbs

Identify the adverb(s) in the following sentences.

<p><b>green</b></p> 	<p><b>4 four</b></p>	<p><b>5 five</b></p>	<p><b>red</b></p> 
<p><b>3 three</b></p>	<p>The bus turned to the left unexpectedly, sending everyone to the right. <b>(unexpectedly)</b></p>	<p>The really smart students passed the test easily. <b>(really, easily)</b></p>	<p>We will be having lunch very soon. <b>(very, soon)</b></p>
<p><b>6 six</b></p>	<p>Robin boldly volunteered to lead the assembly. <b>(boldly)</b></p>	<p>I always brush my teeth before going to bed. <b>(always)</b></p>	<p><b>7 seven</b></p>
<p><b>2 two</b></p> 	<p>The writer quickly became extremely annoyed by the loud music. <b>(quickly, extremely)</b></p>	<p>I suddenly realized I left my jacket at school. <b>(suddenly)</b></p>	<p><b>8 eight</b></p> 
<p><b>1 one</b></p>	<p>We visited the zoo yesterday, but the snake house was closed. <b>(yesterday)</b></p>	<p><b>blue</b></p> 	<p><b>purple</b></p> 

# Pronouns

Identify the pronoun(s) in each sentence.




<p><b>3 three</b></p> <p>At the store, the cashier gave him the change. <b>(him)</b></p>	<p><b>4 four</b></p> <p>I enjoyed seeing them at the mall. <b>(I, them)</b></p>	<p><b>5 five</b></p> <p>When you finish the book, could you give it to me? <b>(you, me, it)</b></p>	<p><b>6 six</b></p> <p>Who found his coat in the yard? <b>(who)</b></p>
<p><b>2 two</b></p> <p>Six of us had to squeeze into the tiny car. <b>(us)</b></p>	<p><b>1 one</b></p> <p>Alex needs to finish all his homework before he can go out with his friends. <b>(he)</b></p>	<p><b>7 seven</b></p> <p>No one knows what to do for him. <b>(no one, him)</b></p>	<p><b>8 eight</b></p> <p>We are going with them to the movies. <b>(we, them)</b></p>

\*\*\* In questions 1 and 6, the word 'his' is used as a possessive adjective.



# Prepositions

Identify the preposition in each sentence.

<b>3 three</b> 	<b>4 four</b> It is not polite to talk during the movie. <b>(during)</b>	<b>5 five</b> Joe told us about his trip downtown. <b>(about)</b>	<b>red</b> 
<b>3 three</b> Strange noises are coming from that old house. <b>(from)</b>	<b>6 six</b> The papers fell to the floor. <b>(to)</b>		
<b>2 two</b> The speeding truck is coming toward us! <b>(toward)</b>	<b>7 seven</b> You cannot board the plane without your ticket. <b>(without)</b>		
<b>1 one</b> The baseball sailed over the tall fence. <b>(over)</b>	<b>8 eight</b> The car behind us is following too closely. <b>(behind)</b>	<b>purple</b> 	

# Conjunctions

Identify the conjunction(s) in each sentence.

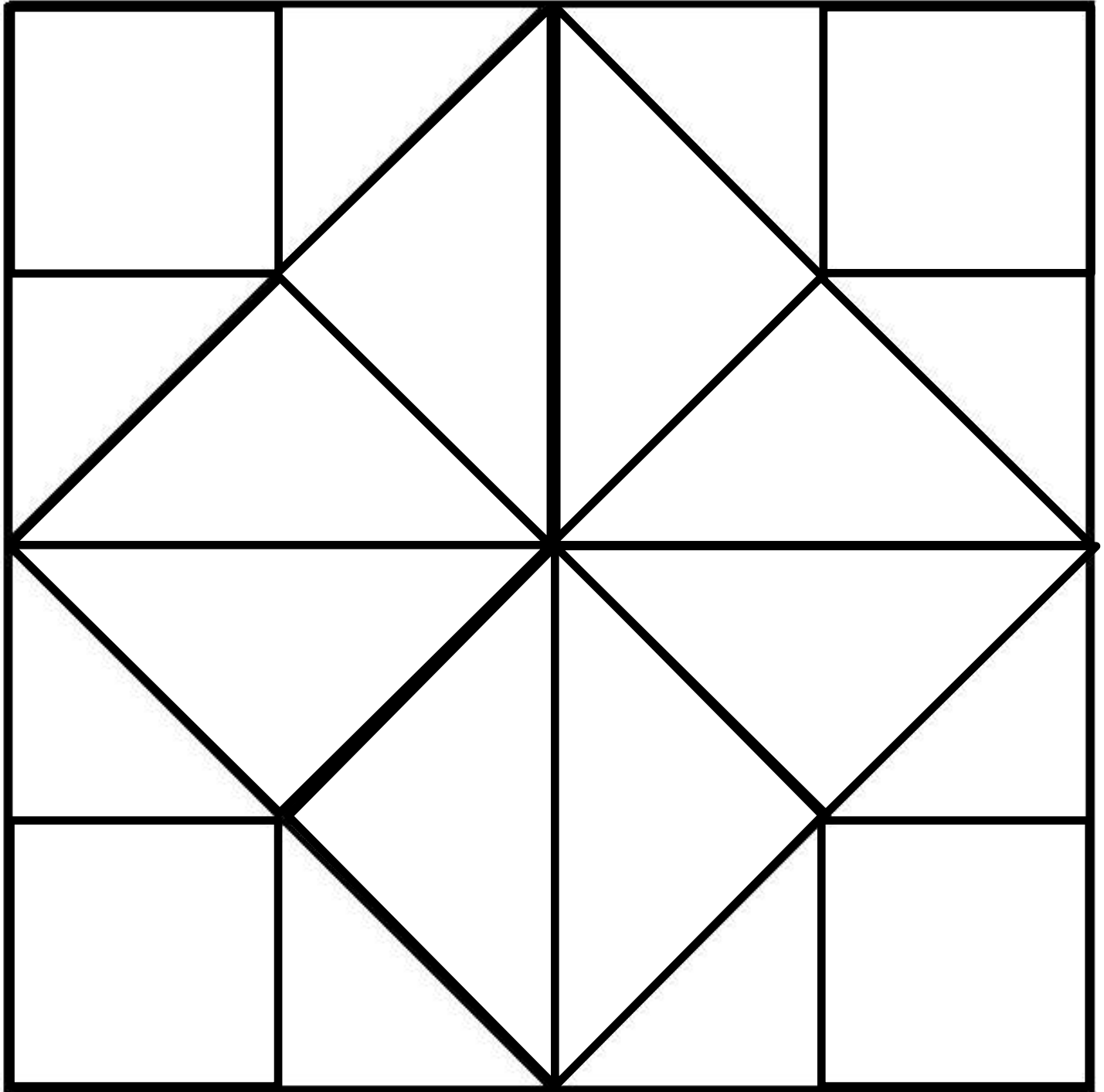
<p><b>green</b></p> <p><b>3 three</b></p> <p>I've studied both French and Spanish at school. (both, and)</p>	<p><b>4 four</b></p> <p>I went to bed late because I had homework. (because)</p>	<p><b>5 five</b></p> <p>It has turned cool, although it is still sunny. (although)</p>	<p><b>red</b></p> <p><b>6 six</b></p> <p>Please help us whenever you have the time. (whenever)</p>
<p><b>blue</b></p> <p><b>2 two</b></p> <p>Both my mother and my grandmother are teachers. (both, and)</p>	<p><b>1 one</b></p> <p>Lilacs and violets are usually purple. (and)</p>	<p><b>8 eight</b></p> <p>Let's start early in the day before it gets too hot. (before)</p>	<p><b>purple</b></p> <p><b>7 seven</b></p> <p>Helen looks as if she has seen a ghost. (as if)</p>

# Interjections

Identify the interjection in each sentence.

<p><b>3</b> three</p> <p>green</p> <p>?</p>	<p><b>4</b> four</p> <p>Hurry! You'll miss the bus. (hurry)</p>	<p><b>5</b> five</p> <p>Hey, I wasn't finished with that! (hey)</p>	<p><b>6</b> six</p> <p>red</p> <p>?</p>
<p><b>2</b> two</p> <p>blue</p> <p>?</p>	<p><b>1</b> one</p> <p>Stop! You can't Come in here. (stop)</p>	<p><b>8</b> eight</p> <p>I know, but, well, I just don't want to. (well)</p>	<p><b>7</b> seven</p> <p>purple</p> <p>?</p>
<p>Alright, I'll go with you. (alright)</p>	<p>Excellent! We won the game! (excellent)</p>	<p>You have no idea what it's like. Ugh. (ugh)</p>	<p>I ... umm ... forgot. (umm)</p>

# Blank Template





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